

CENTRAL INTELLIGENCE AGENCY

INFORMATION REPORT

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SECURITY INFORMATION**

PF0
25X1A

COUNTRY USSR (Moscow Oblast)

REPORT NO.

SUBJECT Soviet Secondary Education

DATE DISTR.

25X1A

DATE OF INFO.

NO. OF PAGES

PLACE ACQUIRED

REQUIREMENT N

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SOURCE:

Curriculum and Texts at Fryazino Ten-Year School

1. All classes at the Fryazino Ten-Year School were conducted on a coeducational basis, as was true of all other schools in the area. My class was somewhat larger (42 students) than the average class at the school because of the German students enrolled in it. On the average, there was one teacher for somewhat less than forty students at the school. The students attended school in two shifts: grades one through five, seven, and ten studied in the morning (0800 to 1300 hours), and grades six, eight, and nine attended classes in the afternoon. As grades seven and ten were graduating classes, they were given the privilege of studying in the morning. Two shifts were required because of lack of space, not because of a teacher shortage.
2. In the eighth grade the subjects were Russian language composition, Russian literature, algebra, geometry, biology (anatomy), history, physics, chemistry, English, drawing, physical training, and military training. The ninth grade courses were the same, except that Darwinism replaced anatomy, and trigonometry and psychology were added. In the tenth grade the courses were the

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Approved For Release 2003/10/01 : CIA-RDP80-00810A001400390001-3

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same as in the preceding year, with the exception that Darwinism was dropped, psychology was replaced by logic, and astronomy was added. So far as I know, this was the standard curriculum for the upper classes of ten-year schools throughout the Russian-speaking area of the Soviet Union. No changes were made in the curriculum while I attended the Fryazino school.

3. Every boy in grades seven through ten, including the German students, was given military instruction for one hour per week. This included close-order drill, military tactics, and weapons instruction. We were also taught rifle and machine-gun marksmanship with live ammunition in the tenth grade. Girls were excluded from any military training.
4. I found this training to be quite superficial. In fact, the only recent development in military instruction was in the direction of de-emphasizing rather than emphasizing it. Marksmanship had previously been taught in the ninth grade, but accidents which occurred in the handling of live ammunition forced the school authorities to delay this training until the tenth grade. Target practice with submachine guns was eliminated altogether for the same reason.
5. In my opinion, this military training served the primary purpose of creating a pool of potential partisans in the event of war. Partisan tactics, the partisan aspects of the training, were always emphasized, and partisan activities during the last war were constantly glorified. I observed no particular reaction to, or attitude toward, this military instruction on the part of my Soviet schoolmates. It was, of course, true, that all the boys got a kick out of target practice, since it was considered a real sport. But, as far as the instruction as a whole was concerned, some of my Soviet schoolmates found it dull, some found it interesting, while others regarded it as just another course which one had to pass in order to graduate.
6. In physics, chemistry, and mathematics courses, the military aspects of the subjects were stressed somewhat. For example, the functioning of a jet engine was explained in great detail in physics, and the elementary principles of atomic energy were dealt with in chemistry. Then too, we frequently had problems in trigonometry which dealt with military situations. However, I never received the impression that such information was taught for the purpose of providing a theoretical foundation for military service, or that military service was glorified in this connection. On the other hand, the intentions of the teachers in dealing with such subject matter were perhaps more far-reaching than appeared on the surface.
7. There were enough textbooks available at the Fryazino school. Textbooks were loaned to students during the wartime shortage. This practice continued until 1946-47. Afterwards, all students at the Fryazino school (with a few exceptions noted later) were required to buy their own school books and materials.
8. Textbooks at our school were revised or entirely replaced almost every school year. Most changes were made in order to conform with "modern trends", that is, with changes in emphasis or content as dictated by the Party line. This influence of Party dogma was noticeable in the textbooks for almost all courses: literature, biology, language, physics, logic, chemistry, and anatomy. For example, it was apparent that more recent literature textbooks placed less emphasis on foreign literature. We were required to read fewer examples of foreign classics and practically no works of modern foreign authors.

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9. An entirely new textbook on biology was introduced in 1949-50, when I repeated the eighth grade. We were told that the old textbook was no longer modern. I assumed that this change was made as the result of a new Party policy, an aftermath of the Lysenko purge. Changes were even made in chemistry texts in order to conform to newest Party doctrine. Some chemists, especially those connected with biology, were no longer considered modern in regard to the philosophical implications of their work and were no longer mentioned in recent texts.

10. In 1950-51, the old texts on Russian language for the fifth, sixth, and seventh grades were withdrawn as a result of the appearance of Stalin's article on linguistics. In previous years, Marx had been considered the outstanding Soviet authority on the subject. Afterwards, not a word was said of him, and all praise was for Stalin as the leading scientist in this field. Three months elapsed during this school year until new textbooks were published embodying Stalin's latest pronouncement. As the teachers were without any approved text during this period, they utilized this time in instructing the students on Stalin's theory of linguistics. The teachers were required to attend special courses in order to bring themselves up to date on this subject. Even my ninth grade class was given a refresher course during this year in order to familiarize us with the new official theory.

Teachers and Teaching Methods at Fryazino Ten-Year School

11. The director of the Fryazino Ten-Year School was a strongly convinced communist, as was more than apparent when he taught classes in history. He had reputedly studied Marxism at a university and insisted on a strong emphasis of Marxism-Leninism-Stalinism at our school. He probably demanded that all other teachers at our school be equally devoted to communism. At any rate, the entire teaching staff there, with the possible exception of two, appeared to be convinced communists and were all probably members of the Communist Party.

12. In contrast to the other teachers, the English teacher and the geography teacher did not appear to be very enthusiastic when teaching the political aspects of their subjects. Perhaps they had been influenced by residence abroad. Our English teacher had studied for some years in England, and the geography teacher had spent 12 years in Germany and America.

13. All teachers in grades eight to ten of the Fryazino Ten-Year School were graduates of vuz--higher educational institution, as required by Soviet regulations. Most of them had attended either Moscow University or the Moskovskiy Pedagogicheskiy Institut imeni Lenina. Teachers who were graduates only of specialized secondary educational institutions were allowed to teach only in the lower classes.

14. Most of our teachers were rather old; 40 years old and above. Male and female teachers were approximately equal in number, the men teaching such courses as physics, chemistry, and mathematics and the women, English, literature, and geography.

15. The teaching methods employed at the Fryazino Ten-Year School impressed me as stern, strict, and inflexible in comparison with those which I observed in an East-German school. The classes were conducted closely along military lines. A class had to stand up when a teacher or visitor entered and left a classroom, and an individual was required to stand when answering and asking questions. The students were always made to feel that they were dealing with superiors when addressing teachers. In the GDR, on the other hand, it was customary that students remained seated when talking with the teacher, as if he were dealing with his equal.

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Regulations were even issued describing the manner in which we were to carry our books. The strap had to be a certain width and the books had to be carried in a standard manner.

16. Classroom discussion was allowed. It was required in some classes, such as history and literature. Although it was possible for a student to speak out and express his disagreement with the material presented by his teacher or in the textbook (this varied with individual teachers), his opinions were never accepted as valid, but were always corrected according to the textbook material. The teachers did not encourage independent thinking and preferred to receive answers from their students which were based on the official study material. The teachers themselves always adhered closely to the contents of texts in giving classroom instruction.
17. No students ever persistently demonstrated disagreement with political principles as presented in our courses, although it was true that not all students were in agreement with the political system. Such behavior was too dangerous and would have earned a student a black mark in his school record.
18. Every student was required to maintain a personal journal (*dnevnik*). Every class hour in each course for the entire school year was allotted a space in this journal. When a student was asked a question in class, the teacher entered a grade in the appropriate space and initialed his entry. The parents of each student were also required to sign the journal once a week in order to indicate that they were familiar with the school progress of their child. Any disciplinary action taken against the student was also entered in the journal. The journals were handed in to the home-room teacher prior to the regularly scheduled weekly class meetings held every Monday. At these meetings, each student was called up before the class while the teacher publicly praised or rebuked him for his school work and behavior during the previous week.
19. The teaching staff of the school demanded strict obedience from their students and, in my opinion, were very severe in administering disciplinary measures. There were three degrees of disciplinary action. A student guilty of a minor infraction of the rules received a black mark in his journal, as well as an oral reprimand from his home-room teacher at the weekly Monday meetings. A student was temporarily thrown out of class if he were found guilty of more serious misbehavior. His journal was taken away and was not returned until he had reported to the school director and received an oral reprimand. Finally, a student was expelled from school if he were guilty of the most serious misdemeanor. This seldom happened. The Komsomol organization was occasionally called upon to administer discipline to members who disobeyed school regulations.

Aims, Methods, and Effectiveness of Political IndoctrinationCommunist Ideology

20. The Fryazino Ten-Year School attempted to inculcate its students with a complete acceptance of the communist doctrine and the Party line, as well as full obedience to the Soviet state. In brief, the school staff attempted to indoctrinate the students with the following ideas: communism is the most advanced and desirable state and social system; each student should join the Komsomol; he (or she) should give his full devotion to Stalin; he should fulfill his duties to the fatherland and his Komsomol organization; he should be filled with patriotic zeal for his Soviet and Russian fatherland; Soviet and Russian men of science and arts stand in the forefront of world cultural and technical progress; the Russian nation is the big brother of other Soviet nationalities; the United States and other

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Western countries, where evil capitalism flourishes, are potential enemies of the Soviet state; and the Soviet Union stands in the vanguard of the peace movement.

21. In grades eight through ten, communist ideology was taught primarily in literature and history courses. In these subjects, it was given almost as much attention by direct and indirect means as the substantive matter of the courses itself. In tenth-grade literature, covering the period from Gorkiy to the present day, we had to analyze all reading material in terms of the Marxist ideas which the authors expressed in their writings. The doctrine of Marxism-Leninism-Stalinism was handled directly as a subject matter in tenth-grade history (1917 to the present day), as Stalin's Short Course was used as a text in addition to the regular history book.
22. Communist doctrine was also emphasized in biology but not always as a direct or main subject. Our teachers gave special attention to those biologists who had correctly adapted the teachings of Marx. They also emphasized the extensive writings of Engels on this subject. The doctrinaire aspects of logic and psychology were emphasized in courses on these subjects, particularly in logic, where Lenin's contributions were stressed.
23. I believe that family influence rather than school influence was the main factor in determining the attitude of my Soviet schoolmates toward communist ideology. At any rate, it was true that school instruction was a constant factor, as all children received the same instruction, and that family background was a variable factor in this consideration. In general, the Soviet students in my class who were children of workers' families were convinced supporters of the regime and of communism as a way of life. They presumably received the impression from their parents at home that living conditions for the working class under the present regime were far better than in tsarist times.
24. However, not all Soviet members of my class who were children of the technical intelligentsia were necessarily strong supporters of the regime. This group was well represented at the school because of the large number of skilled specialists employed at Institute 160 at Fryazino. A good percentage of the children of Jewish intelligentsia (and there were many in our school) were evidently not avid supporters of the regime. Most of their parents had briefly studied or lived abroad and thus were capable of comparing life in the West with life in the Soviet Union. Furthermore, as Jews, they were subject to pressure and discrimination by the Soviet state. Some children of the intelligentsia were also evidently not convinced that all was right in the Soviet Union, although they constituted a smaller percentage than the dissident element among the Soviet Jews. Their parents were not subject to discrimination and had fewer cultural ties with the West.
25. I should emphasize that even Soviet youths 16 and 17 years of age were reluctant to express openly any opinions which were not in sympathy with the official Party line. Therefore, I can cite few specific incidents which support my opinion that many of my schoolmates who were children of the technical intelligentsia were not in favor of the regime. However, [redacted] discussions with Aleksandr Zuzmanovsky, son of the scientific director of Institute 160, and others. They expressed the opinion that technology in the West was far superior to technical achievements in the Soviet Union and that Soviet propaganda claims regarding this question, like all other Soviet propaganda, were grossly exaggerated. None of these friends stated that life under the Soviet regime was bad or intolerable. They evidently felt that present political and economic conditions were at least an improvement over conditions prevailing in tsarist Russia, although they are not ideal and could be better.

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26. Children of collective farmers constituted a third group of schoolmates at the ten-year school. Apparently some of them were dissatisfied with the present regime, to judge from their comments. Perhaps they were children of farmers who had been independent land-owners and fairly well off before collectivization. They, too, gave no direct sign of discontent but indicated their feelings indirectly. Above all, they spoke in approving terms of the good life their parents had enjoyed in the days of private property. The frequency of these comments is an indication that this was a constant topic of discussion in their homes. It seemed that their thoughts and attention were directed to times of the past and not concerned with the present or future.

27. These collective farm children also complained that the kolkhoz system limited their ability to expand farming activities and to go forward in the world; that their ambition was limited to farm wages. However, it is possible that the children of former landless peasants had quite another attitude regarding the past and present agricultural system.

28. No set form of daily worship or ceremony honoring Stalin was practiced at the ten-year school. However, Stalin's name was more than frequently brought into our classroom instruction, particularly in literature and history courses. We were frequently required to study passages in literature class praising Stalin. Such passages were singled out for special attention. For example, we read the passage in Aleksey Tolstoy's Khleb, which portrayed Stalin as the savior of Tsaritsyn. In our history courses, Stalin was always mentioned as the right-hand man and true successor to Lenin. The great events of Soviet history subsequent to Lenin's death were attributed to Stalin's genius.

29. Pictures of the great men of the Soviet Government, past and present, were hung in every classroom. Apart from the ever-present picture of Stalin, pictures of Voroshilov as Chairman of the Supreme Soviet [sic] and Molotov as a leading politician were most frequently displayed in our school. No mention was ever made of Malenkov in classroom instruction, nor was his picture on display in the school.

30. Stalin's name, of course, was repeated constantly in accordance with the current Party slogans (Leader of the Peace Camp, et cetera) at school ceremonies held on the occasion of Soviet holidays. These ceremonies usually ended with a speech by the director or a student, which invariably closed with the mention of Stalin's name. At this point, the student body stood up and gave out a loud cheer, throwing their caps into the air, prior to a rendition of the Soviet national anthem. It was impossible to determine the real sentiments of my Soviet schoolmates regarding Stalin, as they never talked about him, either favorably or unfavorably. To judge by their reactions at school ceremonies, they were truly convinced of his greatness. However, it is difficult to judge whether these reactions were sincere or not.

31. Although our teachers issued no direct appeal during classroom instruction to join the Komsomol, they frequently pointed out the purpose of the organization and the desirability of joining it. They also stressed the duty of each Komsomol member to serve as a model for others and to lead the other youth in defending their fatherland in the event of war. The teachers stressed that excellence in schoolwork was a primary obligation of a Komsomol member, particularly when some students misbehaved or failed to do well in their classwork.

Soviet and Russian Patriotism

32. Our teachers never failed to stress the solemn patriotic duties of the Soviet youth. They called on the students to defend the achievements of

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Soviet society to the last drop of blood, in the event of war. In this connection, they referred to Lenin's formula of just and unjust wars, presumably in order to eliminate any doubts which might have been caused by Soviet peace propaganda.

33. In general, I found no contradiction in our classroom instruction in the presentation of communist doctrine on the one hand and Russian or Soviet patriotism on the other. The patriotism demanded of children in the Soviet Union was always linked up with the achievements, benefits, and doctrine of socialist-communist society. That is, it was considered their patriotic duty to defend not only their fatherland in its narrow meaning, but also the USSR as the cradle of socialism, as the most progressive state in the world. In dealing with heroes of Russian history, it was pointed out that such leaders as Peter the Great and Suvorov had fulfilled their duty in defending their Russian fatherland just as the younger generation of today should defend its Soviet fatherland.
34. There was no contradiction in honoring these heroes of the past on the one hand and condemning tsarist times on the other. Our history teachers pointed out that Suvorov, Peter the Great, and other tsarist heroes had served a useful purpose in defending Russia, even though Russia then was not socially developed enough to become a socialist state. Our teachers mentioned that Peter the Great had liberated Russians from Swedish rule and that Suvorov had freed others from the Turkish yoke, thus bringing them under the rule of the more advanced Russian state rather than under the control of backward Turkey. Furthermore, it was pointed out that not all acts of Peter the Great and other tsarist heroes were considered good. The teachers did not hesitate to state, for example, that the Russian people had suffered under Peter's absolute rule.
35. The effect of this patriotic indoctrination varied in accordance with different social groups, as was the case with indoctrination of communist ideology. Those children who by reason of their family background were inclined to oppose the regime were little affected by these efforts to stimulate patriotic emotions. But I believe that all of my other schoolmates were deeply influenced by this classroom instruction. The school authorities probably had more success with the nationalistic theme than with the communist line, as the former appealed to past traditions which still exerted a strong influence over many people, primarily the peasantry.
36. I feel certain that all of my Soviet schoolmates would support the Soviet regime in the event of war. Undoubtedly a large percentage, although probably not a majority, of the Soviet youth would participate in a war with enthusiasm. The remainder of Soviet youth would be less enthusiastic about such a prospect, would be passive participants, either because of opposition to the regime or because of a distaste of war conditioned by experiences in World War II.
37. Recent Soviet claims of Russian and Soviet superiority in sciences and arts, particularly claims of prior discoveries of technological innovations, were strongly stressed in all of our courses at the Fryazino Ten-Year School. Whether it was literature, chemistry, physics, or mathematics, Russian and Soviet geniuses had discovered everything first and were the most gifted in the world.
38. For example, our chemistry teacher claimed that Soviet chemists were responsible for the discovery of aniline dyes but that these patents had been stolen from them by German trickery. He persisted in this stupid claim despite protests to the contrary from the German students. The same was true in physics and mathematics. Russians had made the original discoveries but were robbed of their benefits by foreign trickery. Several Soviet students asked why the steam engine was not put into operation sooner in Russia if a Russian discovered it a hundred years before Watt.

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The teacher answered that tsarist Russia was so backward that it was cheaper to use manual labor than the steam engine. Therefore, there was no reason to promote its use.

39. The same story of Russian cultural superiority was presented in our literature classes. No other authors in the world were so great as Lermontov, Pushkin, Leo Tolstoy, Gorkiy, Mayakovskiy, and Aleksey Tolstoy.
40. Incidentally, we were taught in class that Leo Tolstoy was the greatest author of the 19th century. Our teacher acknowledged that certain of his literary and personal characteristics were anti-communistic. Our teacher stressed the point that Tolstoy could not have been oriented otherwise because of his family and social background. However, the realism and power of his writing were praised. Mayakovskiy was also given much favorable attention in our literature class, although nothing was said of his later attitudes toward the Soviet Government or the circumstances of his death. Even Aleksey Tolstoy was highly regarded. Some of his works were required reading at school, despite recent attacks on him in the Soviet press.
41. Undoubtedly the average Soviet student in my class was convinced of the greatness of Russian literature, believed in the claim, for example, that Pushkin was the greatest author of his time. However, this is a matter of taste, language and subjective feelings and not necessarily the result of indoctrination. I believe that the majority of my Soviet classmates, at least the more intelligent of them, did not accept as true the claims that Russians were the discoverers of the steam engine, analine dyes, and innumerable other inventions. These claims exceeded the boundary of plausibility as no satisfactory proof was offered to support them. Several of my Soviet classmates mentioned to me their doubts regarding these matters.
42. Other teachers clearly stated the thesis that the Great Russian people were culturally superior to the other nationalities in the Soviet Union. If I had been a Russian student attending the school, I would certainly have left with the impression that I, as a Russian, stood on a higher cultural level than members of other Soviet nationalities. Thus, the Soviet secondary school student is presented with two dual theses: he has been born in the Soviet Union, in the cradle of socialism and in the most advanced country in the world, and therefore stands above the inhabitants of imperialist countries; he, as a Great Russian, is a big brother of the other peoples of the Soviet Union, as the Great Russians enjoy a higher cultural standard and a more mature political development.
43. The latter theme was particularly emphasized in history and literature. It was explained in our history classes that tsarist Russia had freed the non-Russian nations of the Soviet Union from the backward rule of the Turks and other foreign powers, and thus had brought these nationality groups a step forward in their political development. It was also emphasized that the Great Russian people was the nationality group in the tsarist empire which had been most imbued with socialist ideals and which had carried the torch of socialism in leading the other nationalities in revolt against the tsarist regime. It was pointed out that non-Russian nationalities had not participated vigorously in the revolution but had joined their Great Russian brothers in Socialist union after the revolution had been completed. This process was again repeated in 1939-40 when the Baltic nations and western Belorussia and Ukraine voluntarily joined the Soviet Union.
44. Great Russian superiority in literature was also stressed. It is true that Russian literature is more advanced than that of other Soviet nations, but this was no reason to ignore completely other literary achievements.

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Capitalism

45. The United States was attacked in our classroom instruction as the main enemy of the Soviet Union and as the leading country of the capitalist camp. It was pointed out that the United States had the most highly developed capitalism in relation to England and France; wealth was concentrated in the hands of fewer people in the United States than anywhere else; the American workers were most oppressed and the capitalists most strongly entrenched in political power. We were taught that the United States had extended its control over Western Europe since the war because of its power, internal contradictions, and search for markets. It was pointed out that American troops were occupying France, Germany, and England. And, oddly enough, our teachers claimed that the United States has a lower standard of living than the Soviet Union because of advanced capitalism there. They further claimed that the Soviet Union is now more advanced industrially than the United States.

46. I believe that the great majority of my Soviet classmates accepted as true the anti-American propaganda which was disseminated in our classrooms. They believed that the United States was capable of launching an aggressive attack against the Soviet Union. I often talked with my classmates about this subject. It was their general opinion that the American people had not suffered during World War II. Therefore, they said, American leaders have easily gained the support of the American people for their aggressive policies. However, if war should come, the American people would suffer the consequences and might turn against their leaders. They might revolt and then bring to power a government which would be more sympathetic to the Soviet Union than the present one.

47. I also feel that the average Soviet student in my class believed in the presentation of American life as contained in Soviet propaganda. Soviet anti-American propaganda was carried out so thoroughly and cleverly that one could hardly expect my classmates to think otherwise. Soviet authorities even have American authors and speakers at their disposal who write and say, "I saw it with my own eyes."

48. Once again, the children of the technical intelligentsia were probably less affected by this propaganda than other social groups. Their parents, in many cases, had lived abroad and had a good idea of conditions there.

49. On the other hand, I saw no signs that this propaganda campaign engendered any actual hatred of the American people by my Soviet schoolmates. For one thing, the shift from the propaganda line relating to the days of "Big Four" cooperation had been too sudden. Evidently some Soviets still believed that "Big Four" cooperation would be possible. It is interesting to note in this connection that Soviet children when playing their inevitable war games always selected the Germans and not the Americans as the "bad side".

50. It was also stressed in our instruction that the Soviet Union was a peace-loving nation and was leading the "peace camp". The majority of my school comrades seemed to feel that the West and not the Soviet Union was to blame for the present East-West difficulties. They regarded the Soviet Union as a peace-loving state. Furthermore, they showed great enthusiasm in signing the various peace petitions which were circulated throughout the school and believed that these measures would have success in insuring world peace. I should point out, however, that these petitions were so composed that no one could object to their contents. Nobody is opposed to peace.

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51. During my first two years at the Fryazino Ten-Year School, the possibility of socialist and capitalist peaceful co-existence was emphasized. The theme of the inevitability of war because of capitalist contradictions was played up more and more in recent years. War was still considered avoidable and coexistence possible, but only if certain conditions were met. The countries of Western Europe, especially England and France, must throw out the American occupation forces. The capitalist and socialist camps must draw up an "honorable agreement" delineating a reasonable sphere of influence for the latter group. That is, the United States would have to renounce any "aggressive intentions" regarding Eastern Europe and the Soviet Union. Incidentally, Western European nationalities who were opposed to a United Europe allied with the United States were praised by our teachers for their resistance to the American occupation, although it was pointed out that they were in error in opposing communism.

Pioneer-Komsomol Membership and Activities

52. All students of the appropriate age (through the seventh grade) were members of the Pioneers at the ten-year school. Activities of the school's Pioneer organization included the cultivation of hobbies, the discussion of the principles of Marxism-Leninism-Stalinism, sports, outings, et cetera. Most of the komsomoltsy at the school were leaders of individual Pioneer detachments (otryady). The leader of the entire Pioneer group was also a Komsomol member. Teachers at the school had next to no influence in the Pioneer organization's activities.

53. I attended a Pioneer camp [redacted]. The camp was open for 25X1 three sessions during the summer, each for a period of one month. All Pioneers and others who attended the camp were required to pay 150 rubles for one session. Boys and girls ranging in age from eight to 18 attended the third session, the one I attended, as it was the session for convalescents (sanatornaya). The boys and girls were divided up into individual detachments or otryady according to age.

54. The camp provided good food and lodgings, certainly far better food than the average Soviet camper received at home. In fact, inspection committees who were always snooping around the camp continually asked the campers if they were satisfied with the food. They wanted to make certain that the campers were getting the required treatment.

55. Our activities were regulated according to a very strict time schedule. However, this element of discipline disturbed no one, as our activities were confined mainly to sports and other recreational activities. In fact, all my fellow campers were very enthusiastic about the camp life. The only "military activity" at the camp consisted of a brief flag ceremony at the beginning and end of each day. Political activities were confined to discussion groups of approximately one-hour duration which were held on Friday and Saturday, each week. Someone usually gave a brief talk on current political developments such as Vyshinskiy's latest speech in the UN, the newest peace petition, events in Korea, et cetera.

56. Our school also had its own Komsomol organization. Grades eight, nine, and ten had their own class groups which were subordinate elements of the school organization. Every class group elected a komsorg (komsomolskiy organizator), who acted as leader of the group. (This position is not to be confused with the class president or organizator, who acted as representative of the entire class.) The chairman of the school's Komsomol committee (predsedatel shkolnogo komsomolskogo komiteta) was head of the entire school group and was elected by all Komsomol members in the school. The chairman of our school group was an 18-year-old youth in the eighth grade, who was a fanatical communist. He had actually been a member of a partisan band during the war and had lost a hand during the fighting.

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57. All but three of my 30 Soviet classmates were in the Komsomol. I presume that most of them had joined the organization both because of political convictions and because of the preferential status granted to Komsomol members.

58. The formal activities of the Komsomol organization consisted of regularly scheduled weekly meetings for individual class groups and irregular meetings for the entire school organization. The Komsomoltsy were expected to report on the fulfillment of their assignments and to receive new duties at these weekly meetings. Every Komsomol member was assigned a particular task. Most of them served as leaders of Pioneer detachments and others volunteered to clean up and beautify the school building. All were expected to serve as models for non-members in respect to school work, deportment, and political maturity. Although the Komsomol held no political discussion activities, its members were encouraged to read works on communist theory in order to be well prepared in instructing Pioneer members on this subject.

59. The activities of the Komsomol organization were not intense enough to interfere with the schoolwork of its members. It should be kept in mind that excellence in schoolwork was one of the qualities expected of Komsomol members. In fact, the Komsomol and Pioneers were far less active and less militarily oriented than generally believed in the West. The Komsomol was certainly less active and demanding than the FDJ in the GDR.

60. Komsomoltsy were favored in many ways at our school. They were more likely to get better grades in political courses like history and literature. They were given better character references (kharakteristika or lichnoye delo), an integral part of every student's academic record. The political evaluation of an individual (his membership and activities in the Komsomol), offices held and other honors received, disciplinary infractions, and personal deportment were all included in a kharakteristika. A student having a good kharakteristika was more likely to receive a gold or a silver medal. Moreover, the Komsomol committee aided the teachers' kollektiv in deciding who would receive such honors. Finally, a good kharakteristika was a great aid in obtaining a stipend when entering a higher educational institution.

Social Aspects of Soviet EducationSeven-and Ten-Year Schools

61. All Soviet children in the Fryazino area were required to attend at least seven years of school. I do not know when this measure was effected, as compulsory seven-year education had been introduced before our arrival there. An elementary four-year school (nachalnaya shkola) was still in operation in Fryazino. However, children completing this school were required to enter the fifth grade of our secondary school.

62. A good number of students failed the seventh grade. The final examinations for seventh and tenth grades (graduation years) were the most difficult. However, the selection of students who wished to enter the upper grades of the ten-year school was done on entering eighth grade and not on the simple basis of graduating from seventh grade. That is, a student was required to submit an application to enter eighth grade and was accepted or rejected on the basis of his previous school record. I believe that the school administration turned down many eighth-grade applicants.

63. Students in the upper classes of the Fryazino Ten-Year School included children who had graduated from the seventh grade of the same school as well as graduates of seven-year schools in neighboring villages. I

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would estimate that approximately 45% of the school children graduating from seventh grade in our ten-year school went on to enter the eighth grade. It is quite likely that a far smaller percentage of graduates of seven-year schools in rural areas entered the upper grades of a ten-year school, as their parents encouraged them to find immediate work in order to contribute to the family income.

64. About 75% of those entering the upper grades successfully completed the advanced three-year course of secondary education and received their graduation diplomas (attestat zrelosti). Those who dropped out of school in the eighth to tenth grades generally did so because of poor grades and not out of economic necessity. There were 23 Soviet students in my tenth-grade class out of a total of 30 Soviet students who had entered the eighth grade. This means that seven students "flunked" their eighth- and ninth-grade examinations.

65. I do not know how many of the seventh-grade graduates who dropped out of secondary school (approximately 55% at our school) entered a tekhnikum or other specialized secondary-educational institutions. However, I recall that many went directly to work at Institute 160 in Fryazino.

66. I would estimate that about 90% of the students at our ten-year school who received their diplomas later attended a vuz. It should be stressed that only a small percentage of this group, perhaps 5%, entered a university. The large majority of them attended rather low-level technical and pedagogical higher educational institutes.

67. The Soviet student body in my grade included children of parents belonging to all social classes, intelligentsia, workers, and peasants. The children of intelligentsia and workers were approximately equally represented. There were comparatively few children of collective farmers. This disproportionate representation was perhaps explained by the fact that Fryazino was an industrial area, and by the large number of engineers and skilled technicians employed at Institute 160.

68. I do not believe that the presence of a large percentage of upper-class children was directly connected with the requirement to pay 150 rubles per year for tuition. Two groups of students in the upper grades of the ten-year school were granted financial aid: children whose fathers had been killed during the war and needy children who were good students. Students had to prove financial need and demonstrate scholastic ability as well in order to qualify for financial support. I do not know how many students in the upper three grades received financial support, although I know that such aid existed.

69. This aid was given in various forms. Some recipients were excused from paying tuition, others were given free textbooks, while still others were granted scholarships. The school received a certain sum of money for this purpose from the state and distributed it as it saw fit. The exact method of distribution was determined by the teachers' kollektiv in conjunction with the Komsomol committee. I assume that membership in the Komsomol aided an applicant in obtaining financial support from the school.

70. To my knowledge, no members of political or ethnic minority groups (in particular, Jews) were subject to discrimination in respect to educational advancement. Our yearly final examinations were administered according to the "ticket" or bilet system. This system practically excluded the possibility of cheating or of favoring any student in giving grades. Furthermore, no favoritism was shown to children of the technical intelligentsia or Party functionaries merely on the basis of family ties. However, Komsomol membership and other State-approved political activities aided an academic career. As mentioned earlier, students who received

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a good political recommendation in their kharakteristika (that is, Komsomol members) were given preferential treatment in the awarding of gold and silver medals. A student who had received a "5" in all classes was automatically given a gold medal. However, this meant that he had received a "5" in history and this in turn meant that he had a good political record. Not all students who received a "4" or better in all courses necessarily received a silver medal. It was necessary to have a "5" in Russian literature and in history, both political subjects, in order to receive such an honor. Komsomol membership and a good political record were also important factors in this consideration.

71. A student's political recommendation in his kharakteristika was based on his activities in the Komsomol, his knowledge of political subjects, and his demonstrated loyalty to the regime. It was possible for a generally good student to receive a poor political recommendation on the basis of inactivity in the Komsomol. But it was difficult for a poor student to obtain a good recommendation, as a poor student was not considered a good Komsomol member.

Higher Educational Institutions

72. Graduates of ten-year schools who wished to enter a vuz normally had to overcome three hurdles before achieving this goal. First, they had to pass entrance examinations to a given vuz with grades of "3" or better in each examination. Secondly, they had to be approved and accepted by an entrance board after passing the entrance examinations. The mere fact that an applicant successfully passed these examinations was no guarantee that he would be accepted. This depended on the number of applicants who were competing for limited openings in the particular institute. A good political record in a kharakteristika was also an important factor in this consideration. Finally, a student entering a vuz would have to obtain a State stipend if his parents were unable to afford the expense of maintaining him during the coming years of study.

73. Gold medalists were not required to take entrance examinations and automatically received a stipend if accepted by a vuz. Silver medalists were required to take entrance examinations but were given preference over other successful examinees. If they were accepted, they also automatically received a stipend. All others who passed entrance examinations with a "4" or better in each examination, and who were accepted by the entrance board were given stipends. The exact conditions of receiving such scholarships differed in the various institutions. Students with an average as low as "3.5" on entrance and subsequent examinations received stipends at some vuzy where the demand for new students was great and the number of applicants was small. In fact, we used to joke at our school that a student would have to enter a peat or fish institute if he did not do better in his grades. At vuzy where these conditions were reversed, particularly universities, an entering student had to make several "5's" on some entrance examinations and "4's" in all others in order to qualify for a scholarship. The subsequent receipt of scholarships depended on grades made at semester examinations in accordance with the same grade system which governed the original awards.

74. Most Soviet male students at the ten-year school were interested in following a technical profession, such as engineering and architecture. The Soviet girls at our school were mainly interested in entering either a technical profession or medicine. Many of the girls graduating from our school entered military medical academies. I was unaware of any particular inclination or disinclination on the part of the boys to enter a military career. However, few showed any interest in entering

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government service, perhaps because of the low salaries which they would receive or simply because they were not interested in the subject.

75. The Moskovskiy Energicheskiy Institut imeni Molotova was the most popular vuz among male graduates of our school. It enjoyed a good reputation in the field of electrical engineering. Four of the 22 graduating students of the class preceding ours entered this vuz. The Moskovskiy Institut imeni Mendeleyeva (chemistry) and the Vysheye Tekhnicheskoye Uchilishche imeni Baumana were also popular among male graduates from our school. Four of last year's graduating class entered the latter institute. Three boys in that class went on to attend military academies.

Other Political and Social Attitudes of Soviet Youth

76. The outbreak of the Korean War aroused great fear among my Soviet schoolmates, as well as among the Fryazino population in general, that a new world war was imminent. Although this anxiety subsided somewhat during 1952 (it was strongest in the years 1950-51), the fear of a new war was still great, certainly stronger than before the Korean War. One still heard many rumors during 1952 which directly or indirectly referred to a possible war; for example, that the Soviet Union was strengthening its border troops and that consumer goods were soon to be rationed.

77. In general, my schoolmates and the Fryazino population believed that the United States was responsible for the Korean War, that the United States had encouraged South Korea to attack. "What is the United States doing in Korea? Let them settle their own problems" was an oft-repeated statement. My schoolmates seemed to feel that all that North Korea wanted was to establish a unified, peaceful, communist government on the Korean Peninsula.

78. However, it is remarkable that charges of American atrocities (especially bacteriological warfare) made by Soviet propaganda media were greeted by most of my fellow students with disbelief and frequently with ridicule. For example, the students once drew on the blackboard of our class a ridiculous picture of an American airplane dropping a bomb full of ants and captioned it: "American Germ Warfare". Some of my schoolmates also expressed amused amazement that bugs carrying typhus and other bacteria were able to survive and crawl around in the snow as displayed in propaganda pictures.

79. My Soviet classmates were particularly proud of the economic progress which their country had achieved, of the large construction projects, and the hydroelectric works which had been constructed under the Soviet regime. They were proud of the strength of their armed forces, particularly the air force. They also regarded with great satisfaction the achievements of Soviet science; for example, the "progressive" principle which Michurin introduced in biology.

80. Most of my classmates evidently looked upon military service as a necessary evil. It was their opinion that compulsory military service had always existed in the past and has to be maintained now. In addition, there were a few who looked forward with pleasure to a military career.

81. I was occasionally asked about life in Germany by my Soviet classmates. They expressed wonder that life could be so good on hearing my descriptions of living conditions there. Undoubtedly some believed that patriotic pride on my part caused me to exaggerate. But these conversations undoubtedly caused some of them to think in comparative terms about conditions in the Soviet Union and abroad, as several of my classmates expressed a desire to visit Germany, England, and other countries abroad. They said that

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they wanted to see how life really is abroad but lamented that such trips were impossible.

82. To judge from these statements, I assume some of my Soviet classmates recognized the existence of the so-called Iron Curtain. However, they probably did not regard travel restrictions as something oppressive or wrong but as a necessary measure to protect the Soviet state from the intrusion of foreign saboteurs.
83. No direct anti-religious propaganda was carried out in our classroom instruction at the Fryazino Ten-Year School. The church was directly attacked only in history courses when, for example, our teachers pointed out that the Orthodox Church supported the tsarist state in suppressing the 1905 revolution. I am aware of only two instances of even indirect pressure by our teachers against religious activities. It so happened that in 1948 Easter Sunday was the first of May. One girl in our class attended church instead of taking part in the May Day celebration. The school director announced to our class that such practices should not be repeated.
84. In another year, a few Soviet students in our class failed to appear in school on the Monday following Easter Sunday. The school director demanded that these students obtain a written statement from their parents certifying that they did not "skip" school in order to attend church.
85. So far as I know, none of my Soviet classmates were religiously inclined. At least no one gave any indication that he or she was a church member. However, I seldom saw my classmates on Sunday and therefore cannot state categorically that they did not attend church.
86. The Great Russian students at my school displayed strong anti-Semitic sentiments. "Yevrey" (Jew), like "Nemets" (German), was a swear word. Several of my Great Russian classmates stated that they would not associate with a certain Soviet because he was Jewish. Anti-Semitism was particularly strong among children of peasant and working-class families. They seldom associated with their Soviet classmates of Jewish descent. On the other hand, the children of the Great Russian intelligentsia generally showed no dislike of Jews or no disinclination to associate with them.
87. However, anti-Semitism is no new development, having been present for centuries in tsarist Russia. I noted no intensification of anti-Semitic attitudes on the part of my Great Russian classmates as a result of or during the time of the so-called "cosmopolite" purge.

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[redacted] comments: The courses listed by the source for the upper grades of the ten-year school must be considered accurate, as they were copied by the interrogator from the original academic record issued by the Fryazino school.

The source's comments on changes in and substitutions of school texts indicates that printing presses in the USSR are working overtime to keep up with shifting lines of Party dogma.

The source's description of the strict and military-like methods of classroom instruction corresponds with the information on this subject presented by the first source in this series. It is ironical that schools in the GDR have apparently moved somewhat in the other direction in replacing the pedagogical methods of the Nazi state. Discipline in East German schools appears relaxed in comparison with Soviet pedagogical methods.

The source's evaluation of the effects of political indoctrination gives some evidence that family life is still more important than State schools in shaping the minds of Soviet children. However, the comments of the source's father

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on this subject evaluate these effects in a slightly different light. In
an earlier interview [redacted] the father [redacted] stated:

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"My son, [redacted] was enthusiastic about the instruction he received at the Fryazino Ten-Year School, particularly in history classes. It seems that the best Soviet teachers in secondary schools were generally history instructors. For a while, my son considered my efforts to counteract the political aspects of the instruction he received as old-fashioned and capitalistic. Later on, [redacted] began to consider both sides of the question, particularly when I pointed out the ridiculousness of Soviet claims to inventions which were clearly the discoveries of Western inventors and scientists. I am certain that, if I had not been there, if my son had had no possibility of comparing the material he learned in school with other points of view, [redacted] would have been completely convinced of the truthfulness of what his teachers taught him."

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The source reports surprisingly little political indoctrination or military activities at the Pioneer camp which he attended. The activities of the school's Komsomol organization were also remarkably limited. Party authorities evidently made a conscious effort to prevent Komsomol activities from interfering with the educational aspects of school.

The Soviet school system, as described by the source, appears more equalitarian than has been pictured by recent Western observers who stress the effects of the 1940 ordinance introducing tuition payments. In pointing out two key points — promotion and opportunity through ability as well as liberal terms for granting stipends — the source indicates his belief that the Soviet educational system does not contribute greatly to the stratification of Soviet society. Although it is true that the school system, as described by the source, rewards orthodoxy and loyalty to the regime, this preferential treatment evidently does not apply to children belonging to any specific social class.

By rounding off a few figures and by making a few rough calculations on the source's statistics, it would appear that approximately one-fourth of the children graduating from the seventh grade of the Fryazino Ten-Year School eventually entered a university. This figure appears too high, although it is undoubtedly true that a larger percentage of an urban population obtains higher education than the rural populace and that Fryazino is an urban center.

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